

DOCUMENT RESUME

ED 180 975

SP 015 279

TITLE Guidelines for Secondary School Physical Education. A Position Paper. Revised.

INSTITUTION American Alliance for Health, Physical Education, and Recreation, Washington, D.C. National Association for Sport and Physical Education.

PUB DATE 79

NOTE 16p.

AVAILABLE FROM National Association for Sport and Physical Education, 1201 16th Street, N.W., Washington, D.C. 20036 (\$1.25: 10% discount 10 or more)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.

DESCRIPTORS *Athletics; Curriculum Planning; *Guidelines; *Physical Education; *Program Design; Program Evaluation; *Secondary Education

ABSTRACT

The Secondary School Physical Education Council of the National Association for Sport and Physical Education sets forth here recommendations for sound and comprehensive physical education programs in secondary schools. Role and function of the following components of a physical education program are considered: (1) the instructional program; (2) the intramural program; (3) the interscholastic program; (4) the teacher; (5) student health and safety; (6) scheduling, time allotment, and class size; (7) facilities, equipment, and supplies; (8) measurement and evaluation techniques; and (9) accreditation standards and procedures. (LH)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED180975
- ED180975

A position paper

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OF POLICY.

G

uidelines for Secondary School Physical Education

Revised 1979

5P015279

"PERMISSION TO REPRODUCE THIS
MATERIAL IN MICROFICHE ONLY
HAS BEEN GRANTED BY

L. Anderson

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

This is a
position paper
by the National
Association for Sport
and Physical Education
1201 16th Street, N.W.
Washington, D.C. 20036

Revised 1979

This is a position paper by the National Association for Sport and Physical Education 1979

This revised publication provides a rationale for the development of a sound and comprehensive program of secondary school physical education. Prepared by the Secondary School Physical Education Council of the National Association for Sport and Physical Education, it is a composite of statements and beliefs which should be of considerable assistance to those persons responsible for curriculum planning.

The philosophy and content included are intended to assist students, teachers, administrators, curriculum directors, school boards, and laymen in the organization and the conduct of a quality physical education program in the secondary school.

This revision of the 1970 Guidelines was deemed necessary for three reasons:

1. To eliminate a redundancy of concept.
2. To revise the section on Evaluation which was originally in very general terms and of limited value to curriculum planners.
3. To separate Intramurals and Interscholastic sports since the basic objectives of these programs are not the same.

The following changes were made:

- A. The lists of specific contributions of physical education cited in the Foreword and in the section on Physical Education were integrated into the section on the Instructional Program. This eliminated the redundancy of purpose which existed in the original document.
- B. Separate sections for both Intramurals and for Interscholastic Sports were established. The National Intramural Sports Council assisted with the revision of the Intramural section.
- C. The Evaluation section was re-written to provide more specific guidelines with the main concept being evaluation of an individual.

GUIDELINES FOR SECONDARY SCHOOL PHYSICAL EDUCATION

These guidelines are intended to provide direction for the development of a sound, comprehensive program of secondary school physical education and athletics. They comprise a composite of statements that reflect the beliefs of the Secondary School Physical Education Council of the National Association for Sport and Physical Education.

The philosophy and objectives presented here are meant to assist in the planning, implementation and evaluation of high-quality physical education and athletic programs in the secondary school. The position set forth assumes that secondary school students have been involved in appropriate on-going learning experiences in physical education from kindergarten through elementary school.

FOREWORD

In an increasingly complex society, probably the most pressing need of the students is to develop the skills and attitudes necessary for solving problems and coping with everyday stress. This publication focuses on the need and role of the physical educator in developing programs that prepare students to meet those challenges.

It is the physical educator's task to develop and provide physical education activities that are relevant to the knowledge, attitudes and values of secondary school students. When educators succeed in helping students integrate what they learn with what they feel, and what they know with what they care about, they also succeed in making the school experience a meaningful one.

F

THE INSTRUCTIONAL PROGRAM

The Instructional Program has as its foundation a common core of learning experiences for all students. The program should provide a reasonable balance of activities commonly grouped under the psychomotor, cognitive and affective domains. These activities should include sequential progression, performance objectives and prescribed evaluation procedures. The Instructional Program should provide students with learning experiences that will help them to:

- Develop and refine their personal skill capabilities in a wide range of activities.

- Continue to sharpen skills in a minimum of three lifelong physical activities.

- Discover and develop their physiological and psychological potentials.

- Maintain an optimal level of physiological efficiency.

- Clarify their values in regard to the importance of gaining and maintaining a high degree of physical health and thus enable them to make sound decisions in matters affecting their physical welfare and lifestyles.

- Enjoy physical activities and desire to participate in lifetime recreational activities while following a dynamically active lifestyle.

- Understand the mechanical principles of movement and the effects of exercise and other health related factors on the human body.

- Develop personal programs for physical well-being based on knowledge, understanding and continuous self-evaluation.

- Understand the role of sport in society as a means of developing personal health and recreational skills rather than as a commercial product to be sold or exploited.

- Demonstrate patterns of positive social behavior and interpersonal relationships in all forms of competitive activity.

- Identify career opportunities.

THE INTRAMURAL PROGRAM

The intramural program is an outgrowth of the basic instructional program and provides additional physical education experiences in a wide range of activities and sports. The purposes of this program should be to help participants to:

- Gain a better understanding of their own self-image and capabilities and establish reasonable, personal goals.
- View participation as a means to self-improvement and recreational satisfaction.
- Assume leadership roles in planning and conducting intramural activities.
- Share in the decision-making process involved in those programs.
- Participate fairly on the basis of a structure conducive to the welfare of the participant.
- Benefit from the expertise and supervision under the direction of qualified instructors/leaders possessing either a major or minor degree in physical education and/or recreation.

THE INTERSCHOLASTIC PROGRAM

The Interscholastic Sports Program is an outgrowth of the basic instructional program and provides additional physical education experiences in a wide range of sports. The purposes of this program should be to help participants to:

- Gain a better understanding of their physiological and psychological capabilities, and establish reasonable personal goals.

- View winning as a means to self-improvement and not as an end in itself.

- Assume leadership roles in planning and conducting intramural and interscholastic activities.

- Share in the decision-making process involved in those programs.

- Participate and/or compete fairly on the factors of age, ability, height, weight, physiological maturity and strength.

- Benefit from the expertise of coaches who are certified teachers possessing either a major or a minor in physical education and/or state coaching certification.

- Receive appropriate medical attention before, during and after intramural/interscholastic sports programs.

- (1) Medical examinations should be required for all who participate in interscholastic activities.

- (2) A physician's statement indicating the student's fitness for resuming participation should be required following a serious illness or injury.

- (3) An athletic trainer or teacher/trainer should be present at all games and practices.

From an administrative standpoint, all secondary school interscholastic contests, including post-season games, should be conducted under the jurisdiction of state high school athletic associations, and the programs should be financed by local Boards of Education.

THE TEACHER

The physical education program in the secondary school should be taught by qualified teachers whose certification in physical education is recognized by the State Department of Education. Teachers should:

- Serve as positive role models epitomizing personal health and fitness, enjoyment of activity, sportsmanship and sensitivity to needs of students.

- Utilize various teaching methodologies to create personalized learning opportunities that would allow all students to realize optimal personal gains.

- Plan innovative learning experiences in the psychomotor, cognitive and affective domains.

- Assure a desirable sequential arrangement of activities, K-12, by studying the elementary school physical education program.

- Structure fair participation and/or competition based on the factors of age, ability, height, weight, physiological maturity and strength.

- Sharpen teaching skills (especially in high-risk activities) through college/university study, satisfactory completion of in-service workshops or independent study.

- Receive up-to-date training in emergency first aid.

- Evidence professional commitment through membership and involvement in local, state and national physical education organizations and through continuous professional study.

STUDENT HEALTH AND SAFETY

Since the health and safety of the individual should be paramount in every phase of physical education, it is essential that the following standards be met:

- The teacher should be informed regularly of medical problems that may affect the student's participation in physical activity.

- Clothing should be appropriate to the activity, and showering should be encouraged after participation in vigorous physical activity.

- The school should provide towels, soap, showers and sanitary dressing facilities with adequate maintenance.

- Supervision should be provided in the locker room to assure safety and orderliness.

- School district transportation should be authorized and provided, when needed, for all instructional activities and intramural/interscholastic athletics.

- Each school system should have written policies and procedures for accident prevention, emergencies, reporting to the administration, immediate first aid and notification of parents or guardian in the event of an emergency.

SCHEDULING, TIME ALLOTMENT AND CLASS SIZE

Scheduling, time allotment and class size have a direct bearing on the health, safety, and extent of participation by students, on the type of activities that can be offered, and on expected student performance. To accomplish those objectives, the following standards should be met:

- A daily instructional period (or equivalent) of directed physical education should be provided for all secondary school students equal in length and class size to that found in the regular school pattern.

- The instructional program should be structured for maximum participation and for optimal achievement by all students.

- School on non-traditional schedules should provide physical education experiences for each pupil comparable in time to that allocated other major courses of study.

FACILITIES, EQUIPMENT AND SUPPLIES

Facilities, equipment and supplies are of utmost importance in conducting a comprehensive program of physical education in the secondary school. The following standards should be basic to all programs:

- Facilities, supplies and equipment should be provided for the instructional, intramural, interscholastic and recreational programs in accordance with the needs, interests and number of students to be served. This includes adequate, desirable shower and locker room facilities.

- Each area of the physical education program should be appropriately equipped and sufficiently supplied to provide each student with an opportunity to actively participate throughout the entire class period.

- Daily maintenance services of the gymnasium, locker room, swimming pool and showers, and regular upkeep of the outdoor physical education area must be provided for the health, general welfare and safety of students.

- All equipment, supplies and uniforms issued by the school should be periodically checked, reconditioned and laundered to ensure proper sanitary conditions and maximum safety for students.

- In the planning of facilities, all staff members on the instructional level should be consulted to ensure the optimum functional value of the teaching stations. Careful planning is required so that ample and safe space allocations can be made for a varied, comprehensive and evolving physical education program. The activities offered and the number of students served should determine the space requirements of the physical education activity areas. Comparable facilities for both boys and girls must be provided.

- School and community facilities should be planned and used to supplement and complement each other in meeting the needs of the students and the community. Community recreation programs should be encouraged to utilize school facilities when school programs are not making use of various spaces. Cooperation between the community and school administrators is necessary to assure the safety of participants and to provide adequate protection of facilities, equipment and supplies.

MEASUREMENT AND EVALUATION

M easurement involves the systematic collection of data. Evaluation is the process of interpreting the data so that a student's learning and achievement can be determined and evaluated. Teachers should individualize the expectations to be evaluated and make curricular decisions based on these evaluations. The recommendations listed below would insure that the process of measurement and evaluation would be viewed as a means to help personalize the physical education experience so that students would view physical activity and their physical selves in a positive manner. The total process of measurement and evaluation should be a means of helping students to further realize their potentials and also help educators redirect programs where necessary.

- Evaluation of students involves assessing their performance in relation to selected individualized expectations. It is most important that data used to assign grades serve to facilitate learning and not to label students' performances as good or poor.

- Evaluative criteria should not be related to normative values which are not concerned directly with changes in an individual's performance.

- Evaluation should be utilized as one means of interpreting the program to students, school personnel, parents and community, and improving the quality of instruction.



ACCREDITATION

Schools should make certain that their offerings and procedures are consistent with the accrediting agency by which they are governed.

- Credit for each year of physical education in the secondary school should be granted for graduation on a basis equitable with other subject matter areas.

- Standards for credit in physical education for graduation should reflect the same quality as established by local School Boards or State Departments of Education for other areas of instruction.

**SECONDARY SCHOOL
PHYSICAL EDUCATION COUNCIL**

CHARLES SMITH

(chairperson)

Tampa, Florida, University of South Florida

JO MANCUSO

La Grange, Illinois, Lyons High School

JEAN GUSTAFSON

Minneapolis, Minnesota, Public Schools

DALE HARPER

West Hartford, Connecticut, Public School

DERRY MICHAEL

Whippany, New Jersey, High School

LOWELL JOHNSON

Wausau, Wisconsin, West High School